

## Stratford High

951 Crowfield Blvd.  
Goose Creek, SC 29445

**Grades** 9-12 High School

**Enrollment** 2,748 Students

**Principal** James Spencer 843-820-4000

**Superintendent** Dr. J. Chester Floyd 843-899-8600

**Board Chair** Kathleen Bounds 843-761-5437

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	13	2	0	0

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Below Average	No
2004	Good	Average	No
2005	Good	Below Average	No
2006	Good	Below Average	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	87.7	78.1	77.9	83.4	80.0	81.2
Passed 1 subtest	6.9	15.2	14.0	9.6	10.8	9.5
Passed no subtests	5.4	6.8	8.1	7.8	9.2	10.0

**HSAP PASSAGE RATE BY SPRING 2006**

	Our School	High Schools with Students Like Ours
Percent	95.4%	94.2%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	13.5	23.1
Seniors who met the SAT/ACT requirement	21.2	24.7
Seniors who met the grade point average	34.7	52.1

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	Our School	High Schools with Students Like Ours
Number of Students	610	377
Number of Diplomas	418	273
Rate	68.5%	73.1%

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	76.5	81.2
English 1	72.1	71.4
Biology 1/Applied Biology 2	62.2	69.2
Physical Science	48.5	56.7
All Subjects	64.2	69.9

**PERFORMANCE BY STUDENT GROUPS**

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	582	95.4	518	13.5	418	68.5	No
<b>Gender</b>							
Male	308	94.8	257	13.2	312	64.4	N/A
Female	274	96.0	261	13.8	298	72.8	N/A
<b>Racial/Ethnic Group</b>							
White	407	95.8	337	17.5	417	67.6	N/A
African American	139	94.2	145	6.2	151	74.2	N/A
Asian/Pacific Islander	17	100.0	23	4.3	18	61.1	N/A
Hispanic	14	85.7	12	0.0	18	50.0	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	536	98.1	468	15.0	566	70.7	N/A
Disabilities other than speech	46	63.0	50	0.0	44	40.9	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	582	95.4	518	13.5	610	68.5	N/A
<b>English Proficiency</b>							
Limited English Proficient	4	75.0	3	0.0	N/A	N/A	N/A
Non-Limited English Proficient	578	95.5	515	13.6	607	68.9	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	115	89.6	115	60.0	115	60.0	N/A
Full-pay meals	467	96.8	422	16.4	495	70.5	N/A

n = number of students on which percentage is calculated

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**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 52.3%</b>									
All Students	666	98.5	10.0	36.1	31.5	22.5	64.3	Yes	Yes
<b>Gender</b>									
Male	327	99.4	14.3	41.3	27.7	16.7	55.3	N/A	N/A
Female	339	97.6	5.8	31.0	35.1	28.1	72.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	446	98.4	8.4	32.0	33.9	25.8	69.5	Yes	Yes
African American	181	98.3	13.0	47.2	28.0	11.8	52.2	Yes	Yes
Asian/Pacific Islander	14	100.0	N/A	27.3	9.1	63.6	81.8	I/S	I/S
Hispanic	25	100.0	22.7	36.4	22.7	18.2	45.5	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	593	98.8	6.3	35.0	34.1	24.5	69.0	N/A	N/A
Disabled	73	95.9	44.1	45.8	6.8	3.4	20.3	No	Yes
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	666	98.5	10.0	36.1	31.5	22.5	64.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	N/A	N/A	N/A	N/A	0.0	I/S	I/S
Non-Limited English Proficient	654	98.5	9.4	35.9	31.9	22.8	65.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	174	98.3	18.1	42.5	25.6	13.8	48.8	Yes	Yes
Full-pay meals	492	98.6	7.1	33.8	33.6	25.6	69.8	N/A	N/A
<b>Mathematics – State Performance Objective = 50.0%</b>									
All Students	665	98.3	15.0	34.1	31.6	19.2	64.9	Yes	Yes
<b>Gender</b>									
Male	327	99.1	19.3	33.0	28.0	19.7	60.7	N/A	N/A
Female	338	97.6	10.9	35.1	35.1	18.8	69.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	445	98.2	12.4	29.4	36.3	22.0	69.5	Yes	Yes
African American	181	98.3	21.1	48.4	19.9	10.6	53.4	Yes	Yes
Asian/Pacific Islander	14	100.0	9.1	27.3	18.2	45.5	81.8	I/S	I/S
Hispanic	25	100.0	22.7	22.7	36.4	18.2	54.5	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	592	98.5	11.4	34.1	33.5	21.0	68.8	N/A	N/A
Disabled	73	97.3	47.5	34.4	14.8	3.3	29.5	No	Yes
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	665	98.3	15.0	34.1	31.6	19.2	64.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	N/A	N/A	N/A	N/A	0.0	I/S	I/S
Non-Limited English Proficient	653	98.3	14.9	33.9	31.7	19.5	65.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	173	97.1	20.9	44.3	24.1	10.8	50.0	Yes	Yes
Full-pay meals	492	98.8	13.0	30.5	34.3	22.2	70.1	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 2,748)</b>				
Retention rate	2.4%	Up from 1.2%	6.6%	7.0%
Attendance rate	95.7%	Up from 95.4%	95.9%	95.5%
Eligible for gifted and talented	0.0%	No change	12.1%	7.9%
With disabilities other than speech	10.5%	Down from 11.5%	10.5%	12.3%
Older than usual for grade	4.8%	Up from 4.3%	7.1%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.0%	Down from 5.7%	1.8%	1.2%
Enrolled in AP/IB programs	6.4%	Up from 5.7%	17.6%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	13.5%		22.0%	10.2%
Annual dropout rate	1.7%	Down from 7.8%	2.5%	2.8%
Career/technology students in co-curricular organizations	3.2%	Up from 3.0%	3.2%	3.5%
Enrollment in career/technology center courses	1729	Down from 1788	778	448
Students participating in worked-based experiences	48.6%	Down from 69.4%	25.1%	24.2%
Career/technology students mastering core competencies	76.1%	Up from 69.6%	80.0%	80.0%
Career/technology completers placed	100.0%	Up from 99.6%	100.0%	99.1%

\* Using only SAT/ACT and Grade Point Average requirements.

**Teachers (n= 154)**

Teachers with advanced degrees	65.6%	Down from 68.0%	58.1%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.3%	N/A	8.3%	9.6%
Teachers with emergency or provisional certificates	5.8%	Up from 5.6%	7.2%	9.9%
Teachers returning from previous year	87.3%	Down from 89.1%	88.7%	86.3%
Teacher attendance rate	94.7%	Down from 95.2%	95.5%	95.3%
Average teacher salary	\$43,277	Up 2.6%	\$43,485	\$42,943
Prof. development days/teacher	12.3 days	Up from 6.3 days	10.7 days	11.2 days

**School**

Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	27.8 to 1	Up from 26.5 to 1	27.5 to 1	25.7 to 1
Prime instructional time	89.2%	Down from 89.9%	89.8%	89.3%
Dollars spent per pupil*	\$6,191	Up 20.2%	\$6,191	\$6,792
Percent of expenditures for teacher salaries*	57.7%	Up from 55.6%	58.6%	55.3%
Percent of expenditures for instruction*	61.6%		64.0%	61.1%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	Up from 92.1%	94.0%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school * or greater than last year	94.0%*	Yes

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Stratford High School serves a diverse student population that consists of nearly 2,800 students. There are 159 teachers, nearly 80 support staff members, and an administrative team that consists of a principal and 6 assistant principals. The school is located on the southern border of Berkeley County in a middle to upper class neighborhood. While the majority of the student population lives within a five-mile radius of the school, a significant number of students reside in rural areas located at the outer boundaries of the school's attendance zone.

Although this academic year was marked with several human resource and structural changes, the pursuit of academic excellence remained constant. Students continued to excel as made evident by their performance on the Scholastic Aptitude Test (SAT) and the High School Assessment Program (HSAP) Test. Over 80% of graduating seniors indicated plans to attend a post-secondary institution.

This year also marked the second year of a three-year implementation of a Small Learning Communities (SLC) Grant that focused on the development of a Freshman Academy. The Freshman Academy has afforded ninth graders the opportunity to take their mathematics, English, and social studies classes year-round. The development of the Freshman Academy has allowed students to reap the benefits of increased instructional time, team teaching, and the opportunity to become acclimated to the expectations and rigors of high school.

While the Freshman Academy has assisted ninth-graders in making the transition from middle school to high school, it was determined that greater efforts were needed to assist upperclassmen in their academic pursuits. Plans were developed for an advisor-advisee program that will be implemented during the 2006-2007 school year. Advisors will meet with students on a weekly basis to assist them with topics such as high school course selection, career choices, and test preparation. Plans were also developed for students to select career majors or schools of study beginning in the 2006-2007 school year.

The 2005-2006 school year also marked many milestones for Stratford stakeholders. The Parents Teachers and Students Association (PTSA) witnessed an increase in membership and tremendous strides in parental involvement. To strengthen channels of communication between parents and teachers, the In-Touch software program was used to keep parents informed of students' grades, attendance, and discipline. With the help of a supportive community, involved parents, and students who understand the meaning of academic excellence, Stratford High School continues to lead the way in securing the promise of a bright future for students and the communities in which they will share the knowledge and experiences they have gained.

James Spencer, Principal  
Sonya Buncum, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	123	584	158
Percent satisfied with learning environment	86.1%	71.0%	74.7%
Percent satisfied with social and physical environment	90.2%	77.8%	64.3%
Percent satisfied with school-home relations	68.1%	77.2%	67.9%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.